

# **MUSIC CURRICULUM STANDARDS THIRD GRADE**

## **Standard 1.0 Singing**

**Students will sing, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

- 1.1 Sing melodies, expressively, with accurate rhythm and pitch (solfege and/or lyrics).
- 1.2 Demonstrate proper vocal technique.
- 1.3 Develop skills for singing harmony.

### **Checks for Understanding**

- 1.1 Sing a given melody, alone, with accurate rhythm and pitch (solfege and/or lyrics).  
Sing a given melody, with others, with accurate rhythm and pitch (solfege and/or lyrics).  
Demonstrate given terraced dynamic levels while singing a melody.  
Demonstrate the ability to use proper breath support to sing a given two- to four-measure phrase at varying tempos.
- 1.2 Demonstrate grade-appropriate vocal technique by singing a given melody alone.  
Demonstrate grade-appropriate vocal technique by singing a given melody with others.  
Demonstrate the difference between head and chest tones.  
Sing a given melody transitioning appropriately between head and chest tones.
- 1.3 Speak, with others, a given ostinato as an accompaniment to a melody.  
Sing, with others, a given ostinato as an accompaniment to a melody.  
Sing, with others, given partner songs that are grade appropriate.

### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing a melody with accurate rhythm and pitch (solfege and/or lyrics).
- 1.1.2 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), and dynamics.
- 1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo.
- 1.2.1 Exhibit good posture, grade-appropriate diction, and breath control.
- 1.2.2 Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.
- 1.2.3 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

- 1.3.1 Speak simple ostinati in small and/or large groups.
- 1.3.2 Sing simple ostinati in small and/or large groups.
- 1.3.3 Sing partner songs in small and/or large groups.

## **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

- 2.1 Play rhythmic patterns on non-pitched instruments.
- 2.2 Play melodies on pitched instruments.
- 2.3 Play rhythmic and/or melodic accompaniments.
- 2.4 Play, using appropriate expressive markings.

### **Checks for Understanding**

- 2.1 Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, rhythms, on non-pitched instruments.  
Demonstrate, with others, teacher-selected, developmentally and/or grade-appropriate rhythms, on non-pitched instruments.
- 2.2 Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, technique and correct notes on pitched instruments.  
Demonstrate, with others, teacher-selected, developmentally and/or grade appropriate, technique and correct notes on pitched instruments.
- 2.3 Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate, rhythmic accompaniment.  
Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate, melodic accompaniment.  
Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate, rhythmic accompaniment.  
Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate, melodic accompaniment.
- 2.4 Identify tempo markings.  
Demonstrate ability to follow the tempo markings in a given music selection or as set by the conductor.  
Demonstrate developmentally and/or grade-appropriate use of expressive markings in a given music selection.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.
- 2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.
- 2.1.3 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
  
- 2.2.1 Perform, in small or large groups, basic melodies on a pentatonic scale (four-measure minimum).
- 2.2.2 Perform, alone, basic melodies on a pentatonic scale (four-measure minimum).
- 2.2.3 Perform, alone and/or in small or large groups, basic melodies based on a major scale including steps, skips, leaps, and repeated notes (four-measure minimum).
  
- 2.3.1 Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.
- 2.3.2 Demonstrate a basic accompaniment in duple meter on pitched (two-note chords, broken two-note chords and three-note chords) and non-pitched (steady beat) instruments.
- 2.3.3 Demonstrate an accompaniment in duple and triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords and/or arpeggios) and varying rhythm patterns (half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.
  
- 2.4.1 Use dynamic markings on a given melody or rhythm pattern.
- 2.4.2 Maintain a tempo by following the conductor.
- 2.4.3 Demonstrate tempo and dynamic changes.

### **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

#### **Grade Level Expectations (GLEs)**

The students will

- 3.1 Improvise melodies using a pentatonic scale.
- 3.2 Improvise rhythm patterns.
- 3.3 Improvise question and answer phrases.
- 3.4 Improvise, vocally or instrumentally, a simple accompaniment or ostinato.

#### **Checks for Understanding**

- 3.1 Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale.
- 3.2 Improvise a developmentally and/or grade-appropriate rhythm using body percussion, pitched, and/or non-pitched instruments.
- 3.3 Improvise developmentally and/or grade-appropriate question and answer phrases.
- 3.4 Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato on a non-pitched instrument.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Improvise a four-beat melody using a pentatonic scale within teacher-given parameters.
- 3.1.2 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.
- 3.1.3 Improvise an eight-beat melody using a pentatonic scale.
- 3.2.1 Improvise an eight-beat rhythm pattern consisting of quarter notes, paired eighth notes, and/or quarter rests using body percussion or non-pitched instruments.
- 3.2.2 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.
- 3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and quarter rests.
- 3.3.1 Improvise an answer to a teacher-given four-beat question using body percussion or non-pitched instruments.
- 3.3.2 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments
- 3.3.3 Improvise, in pairs, a four- or eight-beat question and answer using body percussion or non-pitched instruments.
- 3.4.1 Improvise a simple four-beat accompaniment on body percussion within teacher-given parameters.
- 3.4.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters.
- 3.4.3 Improvise a simple eight-beat accompaniment, vocally or on body percussion or non-pitched instruments within teacher-given parameters.

### **Standard 4.0 Composing**

**Students will compose and arrange music within specified guidelines.**

### **Grade Level Expectations (GLEs)**

The student will

- 4.1 Create a rhythmic composition.
- 4.2 Compose a simple melody.
- 4.3 Compose a short melodic, vocal or instrumental, introduction, interlude, and/or coda.

### **Checks for Understanding**

- 4.1 Demonstrate an understanding of time (meter) signatures (2/4, 3/4, and 4/4).  
Create a one measure rhythm pattern.  
Create and perform a one-measure rhythm pattern  
Create and perform a two- to four- measure rhythmic composition using a combination of note/rest values.
- 4.2 Create a teacher-guided, short, notated classroom melody based on the first three pitches of the pentatonic scale.  
Create, in a small group, a teacher-guided, short, notated (with or without manipulatives) melody based on the first three pitches of the pentatonic scale.  
Create a teacher-guided, short, notated (with or without manipulatives) individual melody based on the first three pitches of the pentatonic scale.  
Create a teacher-guided, four-measure, notated classroom composition based on a pentatonic scale.  
Create, in a small group, a teacher-guided, four-measure, notated (with or without manipulatives) melody based on a pentatonic scale.  
Create a teacher-guided, eight-measure, notated (with or without manipulatives) classroom melody based on a pentatonic scale.
- 4.3 Create a short introduction, interlude, and/or coda for a teacher-given music example.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Create and demonstrate a four-measure rhythmic composition consisting of quarter notes, paired eighth notes, and/or quarter rests.
- 4.1.2 Create and demonstrate a four-measure rhythmic composition consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.
- 4.1.3 Create and demonstrate a four-measure rhythmic composition that consists of half notes, quarter notes, paired eighth notes, and quarter rests.
- 4.2.1 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale.
- 4.2.2 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale while maintaining a steady tempo.
- 4.2.3 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale, using dynamic contrast while maintaining a steady tempo.

- 4.3.1 Create and demonstrate a short introduction to a given melody.
- 4.3.2 Create and demonstrate a short introduction and coda to a given melody.
- 4.3.3 Create and demonstrate a short introduction, interlude, and coda to a given melody.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

### **Grade Level Expectations (GLEs)**

The student will

- 5.1 Identify and explain symbols represented in rhythm and melody.
- 5.2 Use symbols to read, notate, and perform.
- 5.3 Identify and interpret terms and symbols referring to musicality.

### **Checks for Understanding**

- 5.1 Demonstrate, through the use of manipulatives or movement, an understanding of given notes on lines and spaces of the treble clef staff.  
Demonstrate, by notating, an understanding of given notes on lines and spaces of the treble clef staff.
- 5.2 Demonstrate, through movement, an understanding of time signature/meter (duple and triple).  
Identify the placement of a time signature/meter on the staff.  
Determine the meter of a given music example by identifying the number of beats in each measure.  
Sing and/or play a simple three-note melody using teacher-given solfege.
- 5.3 Identify dynamic markings through a teacher-guided classroom activity.  
Identify directional markings through a teacher-guided classroom activity.  
Follow dynamic markings in a teacher-given listening example.  
Follow directional markings in a teacher-given listening example.  
Demonstrate, vocally, an understanding of dynamic markings.  
Demonstrate, instrumentally, an understanding of dynamic markings.  
Demonstrate, vocally, an understanding of directional markings.  
Demonstrate, instrumentally, an understanding of directional markings.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify notes represented on lines and spaces on a treble clef staff.

- 5.1.2 Identify meters (duple and triple), note names on treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.
- 5.1.3 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).
  
- 5.2.1 Notate rhythmic patterns in traditional notation by using manipulatives.
- 5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.
- 5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher.
  
- 5.3.1 Identify various dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).
- 5.3.2 Identify and demonstrate dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).within a given music selection.
- 5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze and describe music.**

### **Grade Level Expectations (GLEs)**

The student will

- 6.1 Demonstrate same and different sections of music through varying methods.
- 6.2 Identify and classify orchestral instrument families, visually and aurally.
- 6.3 Describe characteristics of musical selections (vocal and instrumental).
- 6.4 Identify various styles and/or genres (vocal and instrumental) of music.

### **Checks for Understanding**

- 6.1 Demonstrate, through movement, an understanding of different sections in a given musical selection.  
Demonstrate an understanding of different sections in a given musical selection by using listening maps, manipulatives, and/or technology.
- 6.2 Classify given instruments into their orchestral families either visually or aurally.
- 6.3 Select appropriate vocabulary, from a word bank, to describe a musical selection.  
Compare and contrast musical selections by using a graphic organizer.
- 6.4 Classify given styles of music through listening examples.

Classify given genres of music through listening examples

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement.
- 6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives.
- 6.1.3 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations).
  
- 6.2.1 Identify, by sight and sound, classroom instruments and classify into families.
- 6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.
- 6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families.
  
- 6.3.1 Discuss a listening example through teacher-guided questioning.
- 6.3.2 Describe a listening example by using teacher-given characteristics.
- 6.3.3 Classify the elements of music, using teacher-given vocabulary, for a listening example.
  
- 6.4.1 Discuss a variety of regional, national, and/or global styles and/or genres of music (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, various ethnic music).
- 6.4.2 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.
- 6.4.3 Classify styles and/or genres of selected music using teacher-given vocabulary.

### **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

#### **Grade Level Expectations (GLEs)**

The student will

- 7.1 Devise and apply criteria for evaluating music and music performances.
- 7.2 Demonstrate proper audience etiquette and evaluate audience behavior.

#### **Checks for Understanding**

- 7.1 Describe a music selection by using opposites (i.e. fast-slow, loud-soft).  
Describe a music selection by using a teacher-created word bank.  
Discuss the elements of a music selection within teacher-given parameters.

7.2 Discuss and create, as a class, guidelines for audience etiquette.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Discuss a music selection or performance using teacher-given criteria.
- 7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.
- 7.1.3 Discuss a student performance using grade-appropriate music vocabulary and teacher-given criteria.
  
- 7.2.1 Discuss appropriate audience member behavior in a classroom setting.
- 7.2.2 Discuss and demonstrate appropriate audience member behavior in a classroom setting.
- 7.2.3 Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### **Grade Level Expectations (GLEs)**

The student will

- 8.1 Experience and recognize elements of music as they relate to other arts disciplines.
- 8.2 Examine ways in which music interrelates with other academic disciplines.

### **Checks for Understanding**

- 8.1 Identify elements of music also found in dance.  
Identify common themes found in music and visual art (e.g., *Apple Tree* [speech song] and *Gathering Apples* by Lajos Karcsay) using examples from textbooks or websites.
- 8.2 Identify and explain scientific acoustical properties found in music (e.g., pitch, vibrations, frequency).

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Discuss how music shares similarities with dance (e.g., movement).
- 8.1.2 Discuss how music shares similarities with dance and visual arts.

- 8.1.3 Demonstrate how music shares similarities with dance (e.g., movement) and theatre (e.g., dramatization).
- 8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.
- 8.2.2 Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.
- 8.2.3 Describe the literary characteristics of song lyrics.

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Grade Level Expectations (GLEs)**

The student will

- 9.1 Recognize, describe, and perform music of various cultures and historical periods.

### **Checks for Understanding**

- 9.1 Discuss traditional music of a selected culture (e.g., African, Native American, Latin American).
  - Demonstrate traditional music of a selected culture (e.g., African, Native American, Latin American).
  - Discuss a selected historical period as related to music studied.
  - Demonstrate an understanding of a selected historical period as related to music studied.

### **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Distinguish between music of selected cultures using teacher-given parameters.
- 9.1.2 Describe music characteristics of selected cultures using teacher-given parameters.
- 9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.